

Models of Assignment on Endocrine and Reproduction Block (1.5), Faculty of Medicine, Islamic University of Indonesia (FM IUI)

Alin Julda Qonita*¹, Syaefudin Ali Akhmad¹

¹Faculty of Medicine, Islamic University of Indonesia

Original Article

ABSTRACT

ARTICLE INFO

Keyword:

models of assignment
software
plagiarism

*Corresponding author:

alinjulda@gmail.com

Background: Doctor's competency in Indonesia covers seven pillars namely noble professionalism and ethics, self-development and self-control, effective communication, information management, scientific foundation of medicine, clinical skills, and problem management on public health. One of the efforts to achieve the competency especially on ethics, self development and information management competency, FM IUI has used assignment model in Block of 1.5.

Objective: The study was conducted to describe the models of assignment to increase the ability of writing skill citation and bibliography using Mendeley, to avoid plagiarism using VIPER and to access journal using Clinical Key.

Methods: This descriptive study focused on all students following Block 1.5 which consists of 45 male students and 95 female students. The research instrument was questionnaire for collecting data from all respondents after assignment finished.

Results: Three models of assignment is used to increase the ability in writing using Mendeley, to avoid plagiarism using VIPER and to increase in accessing electronic journal (ClinicalKey). First week on Block of 1.5 was to introduce the assignment and practical work using CinicalKey, Mendeley and VIPER. The comparison between before and after assignment to use Mendeley, VIPER and ClinicalKey analyzed from questionnaire.

Conclusion: The percentage of students in using Mendeley, ClinicalKey and VIPER has increased up to 90 %.

Latar Belakang: Kompetensi dokter di Indonesia meliputi tujuh pilar profesionalisme yaitu mulia dan etika, pengembangan diri dan pengendalian diri, komunikasi yang efektif, manajemen informasi, landasan ilmiah kedokteran, keterampilan klinis, dan manajemen masalah pada kesehatan masyarakat. Salah satu upaya untuk mencapai kompetensi terutama pada etika, pengembangan diri dan manajemen informasi kompetensi, FM IUI telah menggunakan model tugas di Blok 1.5.

Tujuan: Penelitian dilakukan untuk menggambarkan model dari tugas untuk meningkatkan kemampuan kutipan keterampilan menulis dan daftar pustaka menggunakan Mendeley, untuk menghindari plagiarisme menggunakan VIPER dan untuk mengakses jurnal menggunakan Key Clinical.

Metode: Penelitian deskriptif ini difokuskan pada semua siswa mengikuti Blok 1.5 yang terdiri dari 45 siswa laki-laki dan 95 siswa perempuan. Instrumen penelitian adalah kuesioner untuk mengumpulkan data dari seluruh responden setelah tugas selesai.

Hasil: Tiga model tugas digunakan untuk meningkatkan kemampuan dalam menulis menggunakan Mendeley, untuk menghindari plagiarisme menggunakan VIPER dan untuk meningkatkan dalam mengakses jurnal elektronik (ClinicalKey). minggu pertama di Blok 1.5 adalah untuk memperkenalkan tugas dan praktis bekerja menggunakan CinicalKey, Mendeley dan VIPER. Perbandingan antara sebelum

dan setelah tugas untuk menggunakan Mendeley, VIPER dan ClinicalKey dianalisis dari kuesioner.

Kesimpulan: Persentase siswa dalam menggunakan Mendeley, ClinicalKey dan VIPER telah meningkat hingga 90%.

INTRODUCTION

Undergraduate education programs should aim to create independent learners who should be recognized as central in order to develop them to become effective life long learning practitioners. As undergraduate students or lifelong learners they must complete the study to become successful independent learners and thus require comprehensive skills in gaining information. Skills on Online Electronic Information Skills (OEIS) is given to undergraduate students or lifelong learners to develop their information literacy skills in a good design.¹

A research on computer literacy shows that ever since the 1980s, medical students were being prepared and focused on the question on their readiness for the foreseeable omnipresence of computers in doctors' professional environments in the near future. They were proven to possess the necessary computer skills. It can be assumed that computers become a managing medical knowledge which is important ever since. In some medical schools, a privately owned computer was made as a requirement for each medical students entrance.² In today's modern era, medical students in Indonesia already have private computers so it is very easy for us to search more knowledge on what is not known and can always practice their computer skills independently.

A doctor must have basic competences that must be built starting from the bench to bed during their time becoming medical students. Competence is built with a foundation consisting of noble professionalism, introspective and self-development, as well as effective communication, and is supported by pillars such as information management, the scientific basis of medicine, clinical skills, and the management of health problems. This is the basic competence which must be owned by a doctor.³ Medical students who privately own computers can improve better because they always be introspective and self-developing in searching such information.

Information management competences on Block Endocrine and Reproduction which refer to the doctors' basic competence in Indonesia have learning objectives which include the application of information technology (IT) usage in self-reflection reproductive development (menarche, wet dreams) assignment and scientific writing according to Student Creativity Program format by the Ministry of Higher Education. There are some interventions to increase the competence of information managements, by implementing VIPER application in term of ethics, Mendeley application, and ClinicalKey acces journal assignment in FM IUI during Block of 1.5.⁴ This paper aims to investigate the students' response before and after the assignment related to information management in Block of 1.5.

METHODS

This research used descriptive method. The subjects were all students taking Block 1.5 Endocrine and Reproduction, from 2nd semester and 8th semester in various age range in the Faculty of Medicine, Islamic University of Indonesia.

The total number of respondents is 140. The research sample consisted of 45 male students and 95 female students. The research instrument was questionnaires for collecting data from all respondents after the assignment was finished. The respondents are 125 students from the 2nd semester and 15 students from the 8th semester as student repeating block.

RESULT

The results of the questionnaire given to the respondents were shown in the diagram.

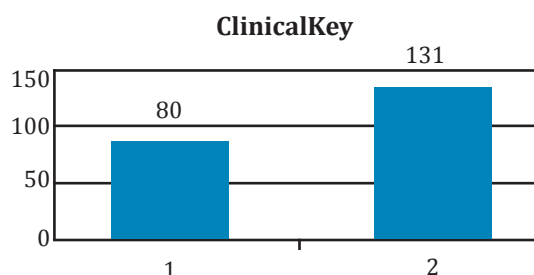


Figure 1 The Assignment Result Comparison.

Figure 1 shows that there is an increasing trend in the diagram which occurs before

(indicated number 1) and after (indicated number 2) the respondents taking block endocrine and reproduction. Number one (1) shows the respondents' state before taking endocrine and reproduction block. Number two shows the respondents state after taking block endocrine and reproduction. The number of respondents who gain understanding, knowledge, and always access data using ClinicalKey increases after taking endocrine and reproduction block.

The Report on the results of the user data ClinicalKey Islamic University of Indonesia data base on May shows the month during which endocrine and reproduction block was conducted. The date shows that the visitors accessing the site had increased significantly.

ClinicalKey Monthly Product Usage Report: May - 2015.⁴

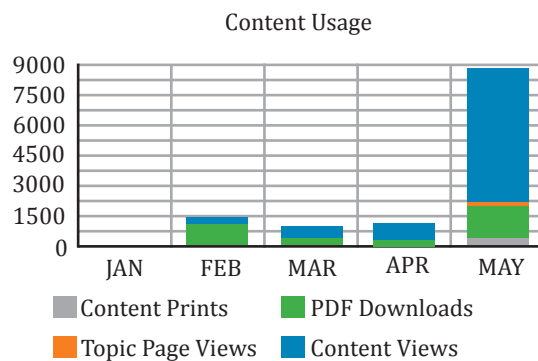


Figure 2 Content usage of ClinicalKey from Jan-May 2015.

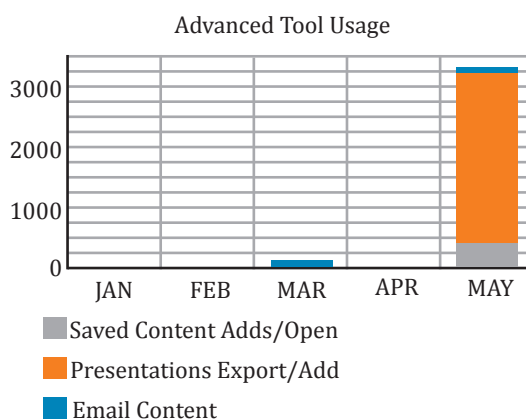


Figure 3 Advanced Tool Usage of ClinicalKey from Jan-May 2015.

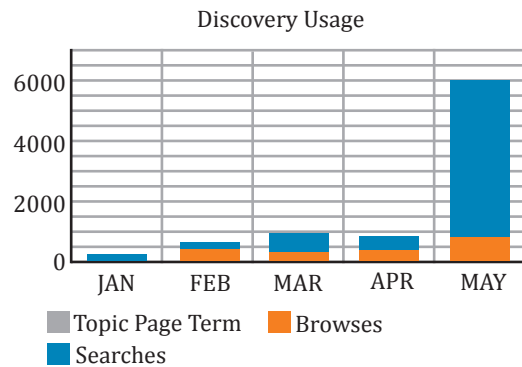


Figure 4 Discovery usage of ClinicalKey from Jan-May 2015.

All of the respondents accessing ClinicalKey browsing the components data on ClinicalKey can be seen on the diagram above.

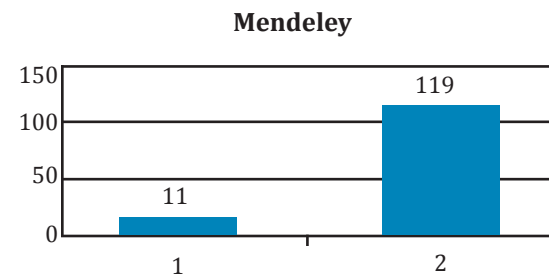


Figure 5 Mendeley usage before(1) and after (2) taking block endocrine and reproduction

This diagram shows that the result is different from before and after the respondents taking endocrine and reproduction block. Number one shows the number of the respondents before taking endocrine and reproduction block. Number two shows the number of respondents after taking endocrine and reproduction block. Respondents gained comprehension and knowledge in Mendeley Application regarding easier ways to put citation date in journal, book, etc.

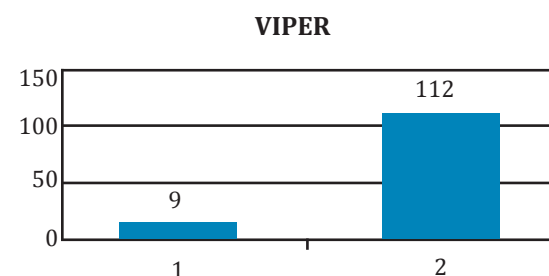


Figure 5 VIPER usage before(1) and after (2) taking block endocrine and reproduction

This diagram shows that the result is different from before and after the respondents took

block endocrine and reproduction. Number one shows the respondent's state before taking block endocrine and reproduction. Number two shows the respondents' state after taking block endocrine and reproduction. The respondents gained understanding and knowledge on Viper Application regarding how to identify whether their paper contains plagiarism or not. The respondents can download this application after this block and use this application to identify all of the citations they took, so plagiarism can be avoided.

DISCUSSION

Medical Students who aim to become doctors must have basic competences which need to be managed at present. The assignment teaches the students that basic competences must be cultivated starting from their period as medical students. The Faculty of Medicine in Islamic University of Indonesia used PBL (Problem Based Learning) program to reach the basic competences for Indonesia doctor. It has been studied with the evidence which suggests that PBL is an instructional approach that helps students to develop flexible understanding, lifelong learning skills, and become issues of flexible thinking.⁵ PBL is designed to help students constructing an extensive and flexible knowledge base, as well as developing effective problem-solving skills, and self-directed, lifelong learning skills.⁵ Block 1.5 assignment consists of practice skills to develop extensive and flexible knowledge base by way of searching some references on ClinicalKey, logging in and saving the paper and then asking for help from the lecturers in campus. For this moment, the students can also develop effective problem-solving skills by writing new idea from some journals in ClinicalKey of which covers become PKM (Pekan Kreatifitas Mahasiswa), arena of student creativity, so that the knowledge can be useful and becomes lifelong learning skills because the students are already accustomed to it.

Regarding the development of PBL, it is used not for medical students only but also including almost all professions. In the real work field, professional workers must be skilled and up

to date in regard to knowledge.⁶ All of it can be trained by doing activities and learning in campus while being a student. The most important thing is to continue and develop it.

In addition to study and subdue reading textbook, medical students must update through ClinicalKey and become an expert in citing journals and update their knowledge. The assignment is really important for the students to prepare to be good doctors and become life long learners. PBL is a program which teaches the students to reach the basic competences as a doctor in Indonesia by way of being given a problem and they must be able to solve the problem. In addition, they are given some assignments and they must finish them well.

CONCLUSION

This assignment is important for medical students in their first year of study. Block of Endocrin and Reproduction provide the assignments of which aim is for all first year medical students in Islamic University of Indonesia to practice on the basic competences of doctors which must be improved from early on. The assignment is designed in refer to doctors' basic competences. The assignment is hoped to help medical students to graduate as experts in the associated field.

REFERENCES

1. Shanahan MC. Information literacy skills of undergraduate medical radiation students. *Radiography*. 2007;13(3):187-96.
2. Link TM, Marz R. Computer literacy and attitudes towards e-learning among first year medical students. *BMC Med Educ*. 2006;6:34.
3. Indonesia KK. Standar Kompetensi Dokter Indonesia. 2012. 1-90 p.
4. Statistics CU. ClinicalKey Monthly Product Usage Report: May - 2015 Universitas Islam Indonesia ClinicalKey Monthly Product Usage Report: May - 2015 Universitas Islam Indonesia Content View Breakdown. 2015;1-23.
5. Cindy+E.+Hmelo. Problem-Based Learning: What and How Do Students Learn? *Educ Psychocology Rev*. 2004;16(3):235-67.

6. Norhaini Mansor A, Ooi Abdullah N, Abd Wahab J, Sattar Rasul M, Yusoff Mohd Nor M, Amnah Raof R. Managing Problem-based Learning: Challenges and Solutions for Educational Practice. *Asian Soc Sci.* 2015;11(4):259–68.